

Programme Specification

Awarding body/Institution	University of London
Teaching Institution (if different from above)	Queen Mary, University of London
If accredited by a professional/statutory body, please give the name, date of last accreditation visit and approximate date of next visit	n/a
Name of final award	BA (Hons)
Programme title	Film Studies and Drama
UCAS code	WW46
QAA Benchmark Group	Drama, Dance and Performance Communication, Media, Film and Cultural Studies
Academic Department/s involved in Programme Delivery	English and Drama Languages, Linguistics and Film

Criteria for admission to the programme

The school considers each candidate individually and conducts admissions sessions which consist of a practical workshop and seminar to give an indication of the types of teaching/learning experience offered in Drama. Candidates also participate in a group information session led by Film Studies staff. We typically require between 300 and 320 points from between 18 and 21 AS/A2 units, with at least a B, in English, Drama, Theatre Studies or Media Studies Advanced GCE. We welcome well-motivated candidates with non-standard qualifications who demonstrate an aptitude for dramatic and/or performance analysis, and/or experience in the field.

Aims of the programme

The programme aims to:

- provide a programme which offers knowledge and understanding of the history, practice and theory of drama and film, of theatre and cinema as institutions and cultural practices and of performance as a form of communication, expression, and socio-political intervention;
- encourage students to explore issues, aspects and theories of performance and mise-en-scène in an inter-disciplinary context;
- make a distinctive contribution to provision internationally, nationally and in London through the programme's emphases, arising out of staff research interests, on:
 - cultural politics and history;
 - international performance;

- contemporary performance practices;
 - applied performance;
 - methodologies and embodied theories of acting
 - London/space/place/city;
- provide a curriculum at undergraduate level which integrates performance practice with the study of performance theory, criticism and history;
- encourage students to participate in a culture of laboratory research, enabling them to use performance as a means for articulating ideas, and to undertake independent research tasks, including practice-based research;
- enhance literacy and creativity and develop skills in theatrical, dramatic and performance analysis, as well as oral and physical expression for the communication of ideas and argument. This is to enable students to develop independent critical thinking and judgement, and provide them with the basis for further study or employment in performance or related fields.

Learning Outcomes for the programme

Threshold Level of Attainment	Typical Level of Attainment
To understand the theory and practice of performance and mise-en-scène as inter-related and mutually supportive.	To be able to reflect critically upon the different ways in which theory and practice inform one another.
To understand the historical contexts for the development of different forms of performance, dramatic literature, filmic texts and theatrical practices.	To develop a complex model for the relationship between such practices and their social and historical contexts.
To have acquired a range of key skills in the practice of theatre and performance.	To be able to use these skills for the independent practice of theatre and performance.
To have acquired a range of skills appropriate to the close analysis of visual images.	To be able to apply these skills to close readings of visual texts and performance.
To have acquired practical skills in thinking through performance and to be able to present critical ideas through the medium of performance.	To be able to develop a personal perspective that can be expressed in terms of performance and communicated with clarity and coherence.
To communicate effectively and collaboratively in a range of different situations and activities.	To develop a mature approach to the practical and personal challenges of collaboration, to be able to lead, facilitate and / or work as a member of a collective where a project or activity demands it.
To show awareness of different critical approaches to the study of performance.	To be able to make informed distinctions between different critical approaches and positions and to identify the ideologies implicit in their own position.
To demonstrate familiarity with basic research and bibliographic skills.	To be able to use appropriate conventions as a consistent and integral part of written work.
To be able to identify and design an individual or group research project to be carried out through either practical or written work.	To be able to carry through to completion a research project that demonstrates coherence in conception and execution.

To show evidence of effective writing skills, through the presentation of clearly composed and well-organised written work.	To develop a mature and confident writing style, appropriate to the communication of ideas, argument and critical thought.
To demonstrate understanding of a diversity of performance forms and cultures and critical understanding of the diverse points of view and values they may embody.	To be able to reflect critically on the issues of diversity and difference thrown up by the study of and engagement with different forms, cultures and values.

Teaching, Learning and Assessment Strategies

All students in the first year follow a core curriculum of practical and academic modules. This introduces students to the overall approach taken to the teaching, learning and assessment of drama and film (through a 50/50 mixture of practice and theory in the case of drama).

Drama modules are taught by staff who combine academic and practical work, as scholar-artists. The interaction between these two areas of activity, making use of their complementarity and diversity, is a core objective of the programme. The very first modules taken by all students on entry to the programme makes this practice explicit by integrating theory and practice and encourages students to regard themselves as reflective and critical makers of drama and performance.

Film modules are taught by specialist staff from across the Faculty of Arts, in a combination of individual and team-teaching modes. The emphasis in the four foundation modules is on introducing students to concepts of history, aesthetics and theory as they relate to film study.

All strategies for undergraduate teaching learning and assessment within the Drama section of the School of English and Drama are predicated upon our belief that the theory and practice of the subject are mutually supportive and enriching modes of enquiry. As such we are able not only to offer modules that reflect the range and depth of the discipline, but also to allow a number of different approaches to teaching and learning to be accommodated. This principle is reinforced in Film Studies modules where, although there is no formal practical element, Joint Honours students benefit from being informed and experienced practitioners as well as investigators of modes of visual and scenic expression.

Teaching

takes a number of forms:

- group practical projects, often conducted by teams of two or more staff and an input from visiting practitioners;
- practical skills workshops, including physical techniques, use of technologies and materials;
- collaborative and creative writing projects;
- seminars, involving a variety of forms of group work;
- small-group tutorials;
- sequence analysis workshops;
- lectures;
- screenings;
- field trips, performance and gallery visits;

- presentations by and discussions with visiting artists, writers and filmmakers;
- individual guidance and feedback on written work;
- group discussion of written work.

Learning

is supported by

- coherently designed and effectively delivered modules, including suggested and recommended pathways;
- the provision of detailed guidance about reading for each module;
- the availability of studio and other rehearsal spaces and appropriate sound and lighting facilities;
- the provision of key reading and visual materials, either in libraries, in the bookshop, in the Faculty viewing room or as module-packs;
- the design of an appropriate range of assessment exercises and projects within each module;
- encouraging active participation by all students in seminar discussions and other group work;
- encouraging the use of learning journals and portfolios that require the students to address particular questions about the process of performance;
- the inclusion in the timetable of scheduled sessions for unsupervised group and independent learning and the further availability of spaces for students wishing to work outside timetabled sessions;
- regular review of individual student progress by advisers, and detailed guidance in relation to this;
- the regular input of working artists;
- the work of two Royal Literary Fund Fellows supporting students with writing skills.

Assessment

takes a number of forms within the programme. The nature of the assessment is closely connected to the desired learning outcomes and the mode of teaching within each module.

Forms of assessment include:

- group practical essays;
- performances (in groups and individuals);
- written critical essays (from 1,500 words to 6,000 words);
- research projects;
- close-reading exercises and critical commentaries;
- sequence analysis exercises;

- translation and dramaturgical exercises;
- reviewing exercises, including playscript reports and performance critiques;
- performance proposals and funding applications;
- bibliographical exercises;
- log books and journals;
- portfolios of essays and related written work;
- seminar presentations;
- critique and feedback sessions.

Programme structure(s) and requirements, levels and modules

Year One

Drama modules: In the first year all students are provided with an introduction to the study of drama and performance, which combines both practical and theoretical approaches. Students take four modules (worth 15 credits each) at Level 4: Semester 1 – Making Theatre Work and London/Culture/Performance; Semester 2 – Theatre and Its Others and Performance in History. Modules in Year One have a strong emphasis on the acquisition of practical (including writing) and research skills that students will use throughout their programme. Students also have the opportunity in year 1 to explore key practical and theoretical issues around the making and doing of performance.

Film Studies modules: In the first year, students take four Level 4 modules (worth 15 credits each): Semester 1 – Introduction to Film Studies and European National Cinemas; Semester 2 – Critical Approaches to Hitchcock and European Film Directors. These modules aim to provide a broad, yet focused introduction to contexts and critical concepts that are developed in a range of Level 5 and 6 film modules offered by Drama, Languages, Linguistics and Film and History.

Years Two and Three

In the second and third year, in consultation with their advisers (students have an adviser in Drama and an adviser in Film Studies), students select from a choice of practical and seminar modules. All Joint Honours students are expected to take two 15 credit seminars and one 30 credit practical option in Drama each academic year, and up to four 15 credit modules in Film Studies. Each student's Drama adviser recommends modules relative to students' special interests, and 'pathways' are indicated in module choice documentation, helping students to follow up emphases on applied performance, contemporary performance practices, cultural politics and history, international performance, and London/space/place/city.

Due to the practice-based pedagogy and research, it is possible to encourage students with less traditional educational backgrounds to take advantage of a university education. QM is committed to widening its base of access without reducing academic standards and teaching and recruitment strategies in Drama directly serve this purpose.

Students are expected to take at least 90 credits at Level 5 in their second year, and 90 credits at Level 6 in their final year (they may take up to 30 credits at Level 6 in their second year, and up to 30 credits at level 5 in their final year).

Date of completion of programme specification April 2008

Date of approval by Faculty Board/EB June 2008

Date of update/amendment